



2018-2020 Balanced Score Card:
A Two-Year Single Plan for Student Achievement

School	West Portal Elementary School
Principal	Karen Lee

SCHOOL VISION & CONTEXT

West Portal Mission Our mission is to use current research-driven practices to: Collaboratively create a kind, caring, and inclusive learning community. Ensure every student approaches challenges with a growth mindset and has a strong social-emotional foundation. Provide learning that is student-centered, joyful, and equitable for all. Who are we: West Portal School is located above the West Portal Tunnel on Lenox Street at the Northern end of West Portal Neighborhood. The school serves 595 students in grade Kindergarten to 5th Grade. Two-thirds of the school's student population is in the general education program while the remaining one-third is in the Chinese (Cantonese) Immersion Program (CIP). The school has 3 GE classes in each of the K through 3rd grade and 2 GE classes in the 4th and 5th. The CIP has one in each of the kindergarten through 5th and one 1/2 class and one 2/3 class. In our Chinese Immersion Program which was founded in 1984, Chinese is learned through the contents taught in school. The core subjects, except English Language Arts, are taught in Cantonese during grades K to 3, with an increase in English instructional time during the 4th and 5th grades. The goal of this program is for the students to be bilingual, bi-literate and bi-cultural. West Portal serves 38 students who are identified SPED inclusion within an inclusive environment in their GE classrooms. Areas of Success and Strength At West Portal, Staff strive to provide all students what they need through an enriching educational experience inside and outside of the classroom and within a safe, secure environment. Classroom and support teachers implement a variety of programs to address differing learning styles and individual needs of all students. They encourage joyful learning by providing hands-on activities such as field trips, music, gardening, sports and dance. This includes providing creative conditions and use teachable moments to support each child's individual strengths across multiple learning environments. Students build skills in context, rather than in isolation, helping to understand how their knowledge and skills are useful beyond the classroom. Two areas where West Portal has seen great success is in our support of our English Language Learners and our Student Assistant Program (SAP) process or how we support our teachers in providing access to students who need additional support to be successful. Our teachers attend to students' emotional well-being and encourage them to develop self-confidence; responsibility and self-discipline; listening, problem solving, critical thinking, and social skills. Development of these 21st Century learning skills helps the children to engage and enjoy learning, and to accomplish their learning goals. Areas of Challenge In recent years the challenge has been with resources. The budget has been tight especially with a large elementary school of 595 students. We have had to do more with less. In particular, we have a growing number of students with social/emotional issues as indicated in the rise in the number of Behavioral/Social Emotional SAP referrals. In providing support for these students, teachers and parents have been asked to take this on with little to no external supports. We hope to address this challenge by increasing our social worker to full-time. Another challenge is sustaining an inclusive approach as related to our support for students with IEPs. Staff has learned and implemented more inclusive practices in their classrooms but limited external resources has impeded us in providing some very effective inclusive practices such as team teaching and support staff training. Staff has been able to provide some limited supports in these areas for some of our more needy students but we as of yet have not been able to implement school wide. This work has been challenging and it will continue to be challenging as resources and supports continue to be limited while need continues to grow. Key Strategies West Portal is mainly working on two strategies across the entire school. One is the implementation of the Common Core State Standards and the second is the review and restructuring of the inclusive service model approach in all of our classrooms. Other areas we are working on are improving our structures for supporting our students socio-emotional and climate climate including implementing a Behavioral RTI structure.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components: **(500 words maximum)**

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school's top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school's top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, "what is the school mainly working on right now," what would he/she say?)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)

SECTION I: Overview and Key Components

Overview

Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- *Content Knowledge*
- *Career and Life Skills*
- *Global, Local, and Digital Identity*
- *Leadership, Empathy, and Collaboration*
- *Creativity*
- *Sense of Purpose and Sense of Self*

The Balanced Score Card (BSC) for the 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning, Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan **Transform Learning, Transform Lives**.

The Balanced Score Card serves as the site's Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the "Strategies in Action: Schools"), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

Key Requirements

In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/ Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in *California Education Code § 64001* as well as for the Local Control Accountability Plan (LCAP).

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the [School Site Council must have parity](#).
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District's goals for improving student achievement and outcomes and articulate schools' indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD's Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/ or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

SECTION II: School Data Profile

Schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this (<https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx>) to your data. Inside your school **17-18 Results** folder look for the folder titled "###_Mid-Year_Summary_2017-18". This folder includes the following reports:

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA 	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> Student-Centered Learning Climate 	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness 	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> Instructional Core: ELA, Math, Other Subject Areas College and Career Readiness 	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	<ul style="list-style-type: none"> College and Career Readiness 	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate 	Direct links to summary and list reports at the student level to take a deeper dive into your results

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups.
- Refer to **Illuminate Report List** to link to student level data

SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state's priorities. These align well with SFUSD's articulated performance indicators and the work we've done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- *What are the implications of the data, based on your analysis?*
- *Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school's context?*
- *In each area, identify targets/outcomes that measure impact on student achievement.*
- *What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?*

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2019 Strategic Plan **Transform Learning. Transform Lives.**

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

As a school community, please review "Strategies in Action: Classrooms" prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

***Focal Group:** *Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.*

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

West Portal continues to focus on English Language Learners, African American Students, and Students with Special Needs.

Academic Tier One - Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
On the 17-18 SBAC ELA 67% of all students met or exceeded standards. That's 22% higher than the previous school year. On the 16-17 SBAC ELA 45% of all students met or exceeded standards which was 6% lower than the district mean.	Our target for the 2019 SBAC 75% of all students to meet or exceed standards. Our target is for the 2018 SBAC ELA for 60% of all students to meet or exceed standard which would be a 15% growth from the 2017 SBAC ELA.	Readers/Writers workshop will be used to support literacy development.	Teachers will implement the SFUSD's Comprehensive Approach to Literacy, Interactive Read-Aloud, Shared Reading, Guided Reading, Independent Reading, Reading Conference, Interactive Writing, Shared Writing, Independent Writing, Writing Conference, Guided Writing and Word Study.

Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic Rtl Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
On the 16 -17 SBAC ELA, 9% of EL met or exceeded standard.	Our target for the 2018 SBAC ELA is 25% to meet or exceed standard.	The school will fund 2 Literacy Specialists. One full time and the other part-time (.50 FTE). Both will support EL students in lower and upper grades. Literacy Specialists will also review F & P data from grades K-2 and IWA data from grades 3-5.

MATHEMATICS CORE CURRICULUM

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

West Portal continues to focus on English Language Learners, African American Students, and Students with Special Needs.

Academic Tier One-Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. <i>WASC Ch.2</i>	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? <i>WASC Ch.5</i>
On the 16-17 SBAC Math, 53% of all students met or exceeded standard which is 1% higher than the District mean. Compare to 2017 Fall Math Task where 83% met or exceeded the standard..	Our target for the 2018 SBAC Math is 63% of all students to meet or exceed standard which would be a 10% growth from the 2017 SBAC Math.	Teacher will continue to follow and use the SFUSD Math curriculum and plan collaboratively around it. The strategies such as Math Talks, Three Read protocol, math journaling will be utilized in all classrooms. All lesson planning and study of student work will focus on how instruction occurs in the classrooms and if consistent with the Common Core teaching practices.	Our EL students continue to have a difficult time with word problems. Effective strategies in word problems are needed to help our EL students be more successful.

Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
29% of students with disabilities met standards on the 2017 SBAC in Math, compared to 53% of students school-wide.	We will strive to have 50% of our Student with Disabilities at proficient/exceeding benchmark.	Focally identified students will receive targeted individual instruction from classroom teachers as well as consideration for math tutoring and online, personalized support.
31% of EL students met standards on the 2017 SBAC in Math as compared to 53 % from of the students school-wide.	Our goal is to increase the math performance score by 10% for EL students in one year.	Teachers will be receiving targeted math PD from the IRF. The focus will be around milestone tasks and providing rich opportunities for students to engage in the rigorous math curriculum. In addition, teachers will be using the math strategies of "three read protocol" so our EL students can access the word problems during the math SBAC. Last but not least, students will be engaging in math talks, where the teacher will support students through using sentence frames and rich academic language.

SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? <i>WASC Ch.5</i>	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? <i>WASC Ch.5</i>
There is no current data for Science. Amplify Science is our new science adoption starting in the 2018-19 school year. We will have two teacher leaders in Science who will be attending workshops and will provide PD for West Portal.	Our West Portal students will score at the District average or above on the statewide Science assessment.	Science conversations and best practices will be shared during weekly grade level common planning meetings. Science leadership team will provide presentations and updates during scheduled staff meetings.

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the

supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
Base on the 16-17 English Learner Reclassification Data, 78% of our students receiving English language support were reclassified. The reclassification rate was 28% higher than the District mean.	Advanced and Early Advanced students in the 4th and 5th grades need to be identified early on so we can qualify students for reclassification before they transition to middle school.	We will continue with our 30 minutes of daily school wide designated ELD instructions by proficiency groups. Professional Development regarding ELD standards and effective engagement strategies will be included in our PD calendar. ELD strategies will be utilized throughout the day to support EL students.
There was no CELDT data for the 2017-18 school year. We will received new ELPAC data in the Fall of 2018.	We will continue to follow reclassification procedures under the new ELPAC data and Multilingual Department guidelines.	The District will be providing professional development for a new designated ELD curriculum - Wonders.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
West Portal students scored at the district level in most Social-Emotional Learning (SEL) Skills. The Self-Management category was higher than the District (75% vs. 70%). Teacher will deliver a minimum of 20 health lessons throughout the school year.	Teachers will continue to deliver 20 lessons annually to address lessons on nutrition, social-emotional health, conflict resolution, self-esteem and wellness.	We will be supporting our Social Emotional curriculum with the purchase of the Kimochis and Second Steps programs. This effort will be supported by professional development from our Social Worker and our Positive Behavior Intervention Services (PBIS) team.
Our three year suspension rate has remained flat at 0.0% and only 3% of our students were chronically absent. 97% of our students attend school on a regular basis.	We will continue to maintain or increase our 97% attendance rate and have 0% suspensions at West Portal.	

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
At West Portal, we have District funds for visual arts and instrumental music teachers. Support from the Elementary Arts Grant and the Parents Club will provided a full time music teacher for all grade levels.	All of our students will participate in various Arts Education programs throughout the school year.	A designated Arts Coordinator will attend monthly District meetings. The School Site Council will review and approve the PEEF Arts funding as well as other funds dedicated to the Arts. The Elementary Arts Grant and Parents Club will continue to fund our full time music teacher.

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

Narrative describing site's vision for a balanced, comprehensive Physical Education program.	What are your targets/ goals? (Elementary, Middle, High)	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?

Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	
All West Portal students will participate in PE 200 minutes every 10 days. West Portal 5th graders are above the District percentages in achieving 5 of 6 and 6 of 6 fitness standards, 34% vs. 26% (5 of 6) and 26% vs. 23% (6 of 6).	All fifth grade students will meet physical fitness assessment standards.	Teachers collaborate regularly with our .80 FTE PE Specialist. All students will participate in our annual West Portal Field Day.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics. What is your plan to ensure students have access and success in the academic program?

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5
--	---	---

COLLEGE AND CAREER READINESS

Describe your site's goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

High Schools Indicators: On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

Middle Schools Indicators: AVID, High School Readiness, College visits, college and career plans

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
30.8% of our families participate in the City's Kindergarten to College (K2C) program. The District participation average is 17.4%.	Target goal is to increase participation in the K2C program to 40% by the end of the 2018-19 school year.	Kindergarten teachers will remind parents of the K2C program and promote it at Back to School night and Parent and Teacher conferences.

Elementary Schools

What is your plan for promoting college and career readiness?
For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

West Portal will promote college and career readiness by providing opportunities to be in leadership roles and in extra-curricular activities. Students will begin to receive instruction in leadership skills through opportunities such as the student council, kickball team organizers and managers, big buddy little buddy program, junior coaching via Playworks, performance in the musical, the garden stewardship and the annual overnight. These experiences will push students out of their comfort zones and compel them to reach for more than they thought they could. Reaching for stretch goals and committing to actions aimed at achieving excellence, helping others, or standing up for a cause are seen as central to helping students establish a platform within themselves that might enable them to thrive in the 21st century.

Strategies in Action: Schools

In *Transform Learning. Transform Lives*, the "Strategies in Action: Schools" section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

School teams are encouraged to refer to "Strategies in Action: Schools" as you consider plans for the coming school year.

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

Schools with coherent instructional guidance can articulate the what and how their site's instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site's current context, what steps, from a leadership perspective, do you need to take to deepen your site's coherence and mastery of the vision. How will you resource these steps? (**consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration**)

How will you structure site-based and district professional development/learning?

--

Site based Professional development will be developed by the ILT with input from the West Portal staff and Parent community. The Professional Development Calendar will include professional learning opportunities that are consistent to our priorities, identified area of focus and school vision. Areas of professional learning and teaching practices in English Language Arts, Mathematics, English Language Development, and Behavioral/Academic RTI. District departments staff from Humanities, Mathematics, Multilingual, Pupil Services, School Health, Research, Planning and Assessment, and Special Education will provide professional development at our faculty meetings that promote our priorities and focuses based on the most updated data. These professional learnings will occur during staff meetings, common planning time, grade level planning, program planning and provide site based PD days. The ILT will develop, monitor and make any adjustments to the PD calendar.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
Expand and improve the use of collaboration time among grade level teams to include both programs (CIP and GE) teachers Build the capacity for ILT members to facilitate reflective practices during their grade level meeting times and bring the actions from ILT directly to those collaborations Continue to have the Instructional Leadership Team serves an essential purpose in designing professional development for teachers and paraprofessionals. ILT will also facilitate the use of Common Planning Time for all the grade levels. Bring in district and consultants to provide specified professional development to support school-wide priorities including professional development in Readers and Writers workshop project through Home Grown Teacher College, SF-CESS and Inclusive Practices.	WSF funds will be used to provide substitute days, consultancies, extended hours. EIA-EL funds will be used to provide English Language Development PD and English Learners related instructional materials. Parent Club funds will be used for instructional materials and outside professional development registration fees.

STUDENT-CENTERED LEARNING CLIMATE

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

- **Students with Disabilities/ Promotion of Inclusive Practices:** percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance:** school attendance rates, chronic absenteeism rates
- **School Climate:** suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	Approximately 5% of our students have an IEP. Their learning challenges fall in the mild to severe range.	Increase number of events for entire school community which promote inclusivity, for example: inclusion awareness days. Continue consistent SAP/SST process before students are considered for Sp Ed assessment	Continue to promote the Inclusive Parent Committee and increase the amount of staff to further promote awareness, knowledge and implementation of inclusive practices. Continue to contract out with an outside inclusion specialist to promote and support a continued inclusive environment both school wide and within the classroom. West Portal will continue to use the SAP/SST process to analyze Tier 1 supports and implement Tier 2 supports with fidelity prior to considering Tier 3 supports. School psychologist will be an active member of our SAP/SST team.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)			
Student Engagement/ Attendance	3% school-wide chronically student absent rate, 15% of Hispanic students are chronically absent. Of our 596 students there are only 20 students who are considered chronically absent.	Maintain the school-wide or improve our school-wide attendance rate. Reduce significantly our Hispanic student who are chronically absent by 7%.	

			Will run bimonthly attendance reports. Students at risk of being chronically absent will be identified by Assistant Principal and LSP/Social Worker who will analyze the attendance data. Chronically absent students/families will be invited to SST during parent/teacher conference week. These students will be monitored by bi-monthly attendance reports by our Attendance Clerk. Administration, Social worker will run school attendance SST.
School Culture/Climate	Suspension rate last year -0. This year suspension is at 1. Based on our present paper referral system (note:challenge in collecting and entering in data for referrals. Only paper version, other electronic versions are extremely time consuming) and antidotal data from teachers and support staff, a large percentage of our behavioral issues occur during transitions to and from recess and lunch and during recess and lunch. Behavior issues start in the yard and continue when students enter back into the classroom.	Develop a better system of collecting discipline related referrals that is efficient and can be utilized by all staff. Target transitional negative behavioral issues with a growth mindset. We hope to minimize amount of office referrals by 25%.	wide SSTs with all classes. These class-wide SSTs will include each classroom teacher, an administrator, student support (Ms. Moir/Ms. Fong) and social worker. Look at attendance, home language, etc in their cum folders and any documented academic/behavioral history. Red flag students we need to go back to at SAP . All initial analysis for individual SSTs start here. Work with the SAP team and centralized district support to develop a Growth Miindset approach to reducing the number of negative behavioral referrals that are happening out on the yard during recess and lunch and identify and celebrating positive behavior. This behavioral referral system can be utilized by all staff in various positions. In consultation with administrators and teacher and possibly Playworks, the recess coordinator and yard duty supervis... will develop a structural and procedural plan for recess and lunch time that will promote positive transition time to, from and during recess/lunch time. Recess Coordinators will be helping with daily conflict management, engaging yard supervisors to take more of an active role with students during recess time.
Social Culture/Climate			
Wellness Policy			

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*
 Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input type="checkbox"/> African American families <input checked="" type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:

What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners?

Although we have a strong Parent Club and many ways we connect as a school with our parent community, we are not being well represented at school events, community events or governing bodies such as SSC and Parent Club Board by our families of our English Learners. Action - 33% of SSC members and Parent Club board member will be parents of English Learners. Families of English Learners will participate and be represented at school and community events.

How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

Families of English Learners will be recruited by staff and parent board members to be part of these governing bodies. Impact will be measured by culture and climate surveys and attendance at school-wide events.

Community Partnerships

What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?

<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input type="checkbox"/> VAPA or Literary Arts <input type="checkbox"/> Youth Leadership/Youth Development <input type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
---	--

List 1-3 current or potential community partner(s) who are address these needs.

West Portal GLO, West Portal Park and Recreation, J. P. Murphy Park and Recreation, All-Star Mandarin and Chinese Performing Arts Program (CPAP)

What are your specific goals or objectives for these partnership?

The goal of these partnerships is to expand our students' learning by providing hands on experiences to solidify their learning. It also gives our EL students more exposure to their community and the City in general.

What actions will you take to deepen your school's partnership with community organizations?

We will continue to strengthen our partnership by attending each other's events and school activities.

How will you measure the impact? (Quantitative and/or qualitative data)

Community surveys, with students, staff and parents.

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = \$2,050

Instructional Materials (\$2,050 WSF-SPED) will be budgeted to supplement sensory materials and curriculum/technology supports to meet the needs of all Special Education students. Substitute days (\$2,000 WSF) and extended hours (\$5,000 WSF) will be budgeted to provide additional training and release days for SPED teachers and paraprofessionals.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Supplemental Concentration Grant-English Learner (SCG-EL) 07091

Allocation = \$79,695

How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?

SGC-EL funds will be utilized to hire 1.5 FTE literacy coaches 1.00 FTE (\$46,779 SGC-EL for .45 FTE / \$68,174 WSF for .55) and .50 FTE (\$31,593 SGC-EL for .30 FTE / \$20,791 WSF for .20 FTE). The literacy coaches will provide professional learning for classroom teachers as well as small group and/or individual instruction of English Learners who require additional intervention. The remaining funds will be utilized for instructional materials (\$1,323 SGC-EL) that will allow our English Learners to have access to core subject content and provide additional ELD materials.

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Supplemental Concentration Grant - Low Income (SCG-LI) 07090

Allocation =

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

LCFF Concentration Grant (SCG-C) 07092

Allocation =

If your school site receives a Concentration allocation, how will these additional resources be used to increase and improve services for these (EL/LI) populations? Why is that the best use?

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Targeted Instruction Improvement Grant (TIIBG) 07940

Allocation =

If your school site receives a TIIG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

CATEGORIAL EXPENSES

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

Title I = (31500)

How do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

1% Title I Parent Set Aside =

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you attach the Parent Involvement Policy's full text when you upload your BSC to SharePoint.**

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council:

Select the Bryk Essential that most aligns to the use of these funds:

- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards =

Referencing your plan, how do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Principal's Innovation Fund = (For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Equity Grant =

Identify Sub-group & specific actions

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Other (PTA, external sources, School Quality Pairing/CoP work) =

How do you plan to use these funds to support your school-wide actions? (Limit: 250 words)

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

CENTRAL SUPPORTS & RESOURCES

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

NOTE: If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75"

Counselor:	Social Worker:	Nurse:	Family Liaison:
	.50		
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
Other:	Other:	Other:	Other:
VAPA .60	Librarian .80	PE .80	

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.

Social Worker will provide classroom Student Success Team (SST) meetings, individual SSTs, Social Groups, Mentor Program, PD for teachers on social emotional curriculum and family crisis supports. Weekly Students Assistance Program (SAP) will be coordinated by the Social Worker.

SECTION V: Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
<input checked="" type="checkbox"/>	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ol style="list-style-type: none"> 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before March 23, 2018.
<input type="checkbox"/>	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on:
<input type="checkbox"/>	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
<input checked="" type="checkbox"/>	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 9/27/2018

School Site Council Roster and BSC/SPSA 2018-2020 Attestation

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

Name	Role	Signature
Karen Lee	Principal	
Jennifer Thornton	Parent / Chairperson	
Marina DeGroot	Teacher	
Logan Truman	Parent / Secretary	
Winsome So	Teacher	
Brian Van	Teacher	
Suzanne Hughes	Paraprofessional	
Annie Mac	Parent	
Lori Wong	Parent	
Marie Torre	Parent	